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reinforced by the reference to Lucan in Adonais. One may conjecture that the poet who four years later was to write the *Mask of Anarchy* was out of sympathy with Vergil's idealizing of the powers that be. It was not Augustus who was sovereign when Lucan wrote, or Shelley, and such *sententiae* as

nil actum est bellis si nondum comperit istas  
omnia posse manus

bear close resemblance to the address to the Men of England,

Shake your chains to earth like dew  
Which in sleep had fallen on you—  
Ye are many—they are few.

Professor Postgate, however, defends Lucan's construction of the poem (xii):

An Historical Epic . . . must be regarded as a succession of scenes in which the events are freely handled and their course diversified by episodes. In claiming this liberty an epic poet is unquestionably within his rights. He asks in fact no more than is readily conceded to the historical novelist or playwright.

One great difficulty of an epic from the modern point of view at least is this handling of the episodes, and, still more, the handling of description. This difficulty Mr. Thomas Hardy, in the *Dynasts*, has got rid of, to a great extent at any rate, by the stage-directions, admitted by his entitling the work *An Epic-Drama*; but Lucan had only the conventional machinery of the epic at his disposal. There is a real parallel none the less between the two poems—the vast panorama of the Napoleonic Wars and the mighty duel between Caesar and Pompey, involving the whole of the then-known world. The Roman poem, of course, is not documented like Mr. Hardy's, but neither is Livy's greater work.

Professor Postgate still adheres to the view he expressed in his edition of Book 7, that Lucan's chief or perhaps sole source was Livy, in the lost books on the Civil War.

With this view M. René Pichon, in his more recent monograph (*Les Sources de Lucain*, Paris, 1912) agrees. Professor Postgate does not, however, rate Lucan's historicity as high as does M. Pichon, but considers that it is the loss of the sources that has raised the poem "to its bizarre and precarious position as an independent historical authority". He thinks that Lucan used the *History of Livy*, and not the *Epitome*, quoting among other evidence Martial 14.190:

Pellibus exiguis artatur Livius ingens,  
quem mea non totum bibliotheca capit.

As the distichs in this work of Martial were designed to accompany presents, and presumably novelties, he thinks that, in 85 A.D., our *Epitome* had not long appeared, disagreeing with Professor Sanders, who would throw the composition of the *Epitome* back into the reign of Tiberius. Professor Postgate goes through various passages used to support this early date, and rejects their evidence. Perhaps, however, the common sense argument with which he closes has most weight:

It is not contested that the division of Livy's great work which had the special title of the *Civil War* was accessible to our poet. Is it no slur then on his intelligence or his industry to suggest that he would not take the trouble to read the five books of the *Civil War* which covered the period of which he was to write, but preferred to have recourse to an abridgement?

The Introduction is interesting and valuable—first a chapter on the authorities for the poem, and then much longer one on the events related in Book 8. Among other things Professor Postgate quotes an Egyptian inscription settling the name and the date of the high priest of Memphis who was present at the council when the murder of Pompey was decided on. He notes that Achilles, the commander-in-chief of Egypt, would naturally use Greek, "then the international language of the East", in addressing Pompey, as Plutarch says he did, and comments on the absurdity of Mr. John Masefield<sup>1</sup>, in his *Tragedy of Pompey the Great*, putting into his mouth "the broken English of a negro or a Chinaman". It is interesting to hear that "the memory of Pompey is even now kept alive in Alexandria. The granite column which stands on the highest part of the city is popularly known as Pompey's Pillar", though the title does not seem to go back further than the fifteenth century. There are an *Excursus* on the Route and Chronology of Pompey's Flight, and others on geographical points, a critical apparatus, and a map, besides an excellent Index, and explanatory notes. The notes are very good, at least for moderately advanced students. There is a long note on *Oedipodionias*, 407, commenting on the rarity in Greek dactylics of "these massive polysyllables which engross the first two-and-a-half feet of the verse . . . whereas in Latin they are a goodly band" (Professor Postgate quotes 16). I have noted two places where the Introduction and the Notes show a discrepancy. There is no note on the tense of *relinquens*, 244, as promised on page xxxiii; and the note on *ablatus*, 611, in spite of the cross-reference, is hardly in accord with the interesting discussion of the passage on pages xiv-xv.

It may be added that the value of the book is enhanced by the addition of two famous passages from Book 9—verses 1-18, and 167-214. The latter includes the "tempered eulogy" of Cato:

Civis obit, inquit, multum maioribus impar  
nosse modum iuris, etc.

Altogether the book is a valuable addition to the somewhat scanty number of works in English on Lucan.  
BARNARD COLLEGE. GERTRUDE M. HIRST.

A First Latin Book for Junior High Schools. By Harry Fletcher Scott. Chicago: Scott, Foresman, and Company (1918). Pp. xxxi + 326.

The writer's experience of recent years leads him to believe that most High Schools should be called Junior

<sup>1</sup>A still more modern example is the blunder of Mr. John Drinkwater, who, in his play *Abraham Lincoln*, makes the negro Douglas speak 'pigeon English' in his conversation with the President.

High Schools, for reasons as follows: (1) Many pupils enter at the age of eleven or twelve; (2) Many pupils are so immature and untrained that they cannot do work suitable for their age; (3) Many pupils come from homes where English is not spoken or read; (4) The requirements for admission to College have become so 'comprehensive' that a very small percentage of present-day High School graduates would be accepted as matriculants in any Arts College of good standing. If these statements are true, it follows that the First Latin Book of the past twenty years is almost useless. That book assumed a good elementary education and the age and the ability to prepare for reading Caesar or Nepos in one year. Since large numbers of our High School Freshmen no longer have a good elementary education or the ability to prepare for reading connected Latin prose in one year, it is evident that the time has come in the ordinary High School for a book such as the subject of the present review, to be followed by a book of easy reading and writing exercises covering a half-year at least. By this plan no student would begin to read connected narrative until he had studied Latin for at least one year and a half.

The book under review is a light, well-bound volume, clearly printed on good paper. It contains over thirty cuts, all valuable and many of them interesting to young pupils. Its Introductory Lesson—which is evidently the usual Introduction for reference purposes—contains information on alphabet, pronunciation, accent, etc., and also Elementary Principles of Grammar. These are briefly and clearly stated, and are an important element of the book. Certainly the pupils do not know them; and many a Latin teacher has wished for a clear, brief, summary such as this, constantly at hand, to which students may be referred or which could be assigned in definite lessons. One feature of this Introduction, however, seems to be almost useless: a description of the English method of pronouncing Latin which occupies nearly four pages, wherein minutely detailed rules are given for pronouncing Latin by that method. Practically, it would be impossible for any pupil or even any teacher to learn to pronounce by the English method from these rules alone. The statement is made that the English method of pronunciation "represents in general the pronunciation of English words which are derived from Latin". This statement alone is sufficient for practical purposes.

The First Review Lesson follows the eighth lesson, and its Review Topics indicate the lines on which the student has worked in those eight lessons, that is, in two or three weeks of beginning Latin, at twelve or thirteen years of age. These topics are the sources of the English vocabulary; Latin words in English, in changed form; Latin endings in English derivatives; Latin in ancient times; the Romance languages; Greek in ancient times; the alphabets of modern European languages; case forms of English nouns and pronouns; the Latin cases; the first declension; the first conjugation, present indicative active; the personal endings in

the active. There are in these eight lessons but six Latin sentences, and a few English sentences and phrases for translation into Latin. It has been what may be called a two weeks' Latin course in English, and a very good plan it is, it seems to the writer.

From this point the book does not differ in plan from the ordinary First Latin Book, except that it moves more slowly. Within about one hundred lessons it has not dealt with a number of topics, such as dative of possession, ablative of comparison, and others mentioned in the Preface. Much attention is given throughout the book and in the Appendix to the derivation of Latin words and that of English words from Latin. Also the Appendix contains a brief technical vocabulary for those who use the Latin language in the class-room; a list of familiar Latin phrases; the usual paradigms so far as the plan of the book allows; a review of syntax; and the vocabularies.

There is one addition, at least, which must be made before this book can come into general use in High Schools as suggested above. The subjunctive is not used in the book, and the forms of this mood are not even printed in the Appendix. All this, however, with other omitted topics is promised by the author in a subsequent book, a Junior High School Second Latin Book. In regard to this the opinion of the writer is that there would be no place in a Junior High School for another book to follow this, and that experience will show the author and the publishers that it would be advantageous to print the subjunctive in the Appendix, so that the pupil can be exposed, at least, to the infection of these simple and useful forms; and to introduce into the lessons a few of the postponed topics, for example, those mentioned above. The work could then stand as a comprehensive Junior High School Latin text-book, excellently conceived, thorough so far as it goes, and destined, the writer believes, to work its way into the ordinary High Schools as a practical first book for the irregular product of that roaring mill, the Elementary Schools.

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#### THE PHILADELPHIA SOCIETY FOR THE PROMOTION OF LIBERAL STUDIES

The Philadelphia Society for the Promotion of Liberal Studies held its first meeting for 1919-1920 on Friday evening, November 14, in Houston Hall, University of Pennsylvania. The President, Professor George Depue Hadzits, presided.

The first paper was written by the noted author, Dr. John Jay Chapman. Since he was unable to be present this paper was read by Reverend Dr. J. A. MacCallum. In the form of a dialogue Dr. Chapman gave a humorous and forceful description of the loss to Harvard resulting in consequence of its departure from the ideal of humanistic learning to that of applied science. The chief character in the dialogue made the statement that now it is quite possible for a student to reside for months at Harvard without even seeing a learned man. But he will continually come into contact with mediocrer minds. To be sure, other Colleges, besides Harvard,